

Claffey, Rose  
1947

A study in the attitudes of  
children regarding respect  
and property.

A STUDY IN THE ATTITUDES  
OF FIFTH GRADE CHILDREN REGARDING RESPECT  
FOR RIGHTS AND PROPERTY

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THESIS

A STUDY IN THE ATTITUDES OF FIFTH GRADE CHILDREN REGARDING RESPECT  
FOR RIGHTS AND PROPERTY

Submitted by

Rose Claffey

(B. S. in Ed., State Teachers College, Salem, 1938)

In partial fulfillment of requirements for  
the degree of Master of Education

1947

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Gift of Rose Claffey  
School of Education

June 3, 1946  
28176

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## Chapter I

### INTRODUCTION

The purpose of this study is to analyze on a fifth grade level how successfully children distinguish between right and wrong regarding rights and property.

We have always been aware of the need of training in the three R's in our schools but our present need is a greater realization of providing for basic attitudes. All about us we hear the cry of juvenile delinquency. It is the duty of the school as the agency of all the people to institute a program that will develop strong, healthy civic ideas and capabilities. In a recent survey it was noted that "real productive activity as a great developer of pupil competence may be reviewed through many different windows, but there is probably no area where doing a job that needs to be done is more important than developing civic competence".<sup>1</sup>

Time was when much useful knowledge could be learned through the school of experience but life has become so complex that learning can no longer be left to chance. "The guiding

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1. What Schools Can Do, One Hundred And One Patterns Of Educational Practice, Metropolitan School Study Council, May, 1945. p.164.

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aim of educators today is to develop a definite set of social and civic attitudes in children. The final test in the accomplishment of this aim is the actual behavior of the pupils. . . their ability to get along together, their skill in managing their own clubs and organizations, their conduct in rooms, halls, assemblies, and cafeteria, their respect for persons and buildings".<sup>1</sup>

The field of civic competency is of necessity a broad one, therefore the author has chosen only one area for concentration ---respect for rights and property. This has proven to be a hard area to define. For practical purposes it becomes necessary to give consideration to respect for rights and property as a holding in high regard or an appreciation of the worth and value of one's own personal possessions, the possessions of others---family, friends, neighborhood and community property whether it be play areas or public buildings.

To determine respect for rights and property the writer has constructed a test in which the attitudes of fifth grade children were determined by having them react to vicarious situations.

#### Aims of the test

1. To determine whether or not fifth grade children

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1. What Education Our Money Buys, Educational Conference Board of New York State, October, 1943. p.23.



know the socially acceptable responses to many given situations.

2. To determine how nearly fifth grade children practice what they know to be correct.

3. To determine whether or not there is a difference in the responses of boys and girls.

4. To determine whether or not there is a difference in responses of children according to intelligence.

5. To determine whether or not there is a difference in the responses of children according to the occupational status of the father.



1. The first step is to identify the problem.

2. The second step is to define the problem.

3. The third step is to analyze the problem.

4. The fourth step is to develop a solution.

5. The fifth step is to implement the solution.

6. The sixth step is to evaluate the solution.

7. The seventh step is to monitor the solution.

8. The eighth step is to report the results.

9. The ninth step is to conclude the project.

10. The tenth step is to reflect on the project.

11. The eleventh step is to document the project.

## Chapter II

### REVIEW OF THE LITERATURE AND RESEARCH

The ability to make social adjustments is said to be the real test of a normal person. Included within the area of social adjustment are respect for the rights of others and responsibility for property. Hatch has suggested rights of others to "include taking turns on the apparatus or in using materials, in talking, as well as respect for the property of others; walking through halls quietly and so forth".<sup>1</sup> He further states that "responsibility for property includes the care of the child's personal belongings, the care and correct use of materials common to all children; putting away materials; learning not to waste materials and not to use things belonging to others without first asking permission".<sup>2</sup>

According to Adams, "Constructive, intelligent training in regard to the handling of objects can begin at two years of age. This is the age at which a child first becomes absorbedly interested in the names of things and people and when he begins

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1. Roy W. Hatch, Training In Citizenship, Charles Scribner's Sons, 1926, p.54.

2. Ibid.

1950

THE STATE OF NEW YORK

IN SENATE  
January 10, 1950  
REPORT  
OF THE  
COMMISSIONER OF THE DEPARTMENT OF SOCIAL SERVICES  
IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE  
JANUARY 10, 1949  
ALBANY: THE STATE OF NEW YORK  
1950

ALBANY: THE STATE OF NEW YORK  
1950

to distinguish between himself and others....But if we adults expect a child to learn to have the proper respect for our possessions we must be willing to treat his with the same serious consideration. A child should have a few belongings he can regard as his own----to treat exactly as he wishes. These need not be elaborate or expensive----indeed they should not be. But they should be objects which the child wants and which he can use. Through possessive pride in his own belongings he will gradually acquire a respect for the property of others".<sup>1</sup>

Morgan's idea follows very closely with the preceding when he says, "A child learns the right of property very early if he is properly guided".<sup>2</sup> However, if we expect children to react in a truly moral fashion we must be sure that they know the accepted standards of right and wrong. Norsworthy and Whitley believe that "Training in morality will include (1) instruction in desired standards, (2) the formation of ideas by empirical means and (3) opportunities to reason and to choose in matters of right and wrong conduct or else children cannot learn independence or will not acquire clear vision of

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1. Grace Adams, The Psychology Of Young Childhood, Covici....Friede Publishers, New York, 1934. pp. 102-103.

2. John J. B. Morgan, The Psychology Of The Unadjusted School Child, Macmillan Company, New York, 1927. p. 271.





ethical values".<sup>1</sup>

The question often arises as to what constitutes the standards of right and wrong behavior that society is to follow. Wickman has said, "What is acceptable behavior to one parent, teacher or school system may become unacceptable when the child passes into the control of another parent, teacher or school. No two families maintain the same requirements for the behavior of their children. The school may revoke the standards of conduct set up for a child in the home. The parent in turn often criticizes the teacher's requirements for the child's behavior. Racial, religious, educational customs and practices contribute heavily to differences in attitude toward individual behavior".<sup>2</sup>

Studies by Hartshorn, May et al conclude, "that from all the information available that there is little evidence of efficiency in the type of moral education offered by our religious and other organizations supposedly engaged in character training. Possibly they are too theoretical, too verbal, too general and too abstract and not sufficiently practical when it comes to the forming of all sorts of specific habits. Children learn factors involved in social adjustment

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1. Naomi Norsworthy and Mary T. Whitley, The Psychology Of Childhood, Macmillan Company, New York, 1933. p. 318.

2. E. K. Wickman, Children's Behavior And Teachers Attitudes, The Commonwealth Fund, 1928. p. 143.



by meeting situations which call for actual responses. Ideals are not objects of aesthetic devotion so much as tools with which to shape conduct. The mere possession of a fine set of tools does not confer the ability to use them well. Practice in applying ideals is all important in the fashioning of character traits. A child will be motivated by the ideals and codes of that group, chiefly, to which, because of its small size he feels he belongs. Such codes are never mere verbal formulae but are emotionally tinged".<sup>1</sup>

Watson's thesis is that "many character education programs are building with ineffective materials. Virtues are being presented as entities; one actor rather than the total objective moral situation is being focused; the most significant contributions of psychology to the problem are being ignored; final solutions of complex moral problems are being offered rather than the tentative ones which our information demands; and the methods, processes, and techniques for meeting moral situations are treated only incidentally. It is recommended that instruction instead of being centered around such fictitious entities as honesty, loyalty and so forth be given in terms of real life situations".<sup>2</sup>

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1. Hugh Hartshorne, Mark A. May and Frank K. Shuttleworth, Studies In The Organization Of Character, Macmillan Company, 1930. p. 196.

2. G. B. Watson, "Virtues Versus Virtue" School And Society, 1927. pp. 286-290.





There is a debatable point however, regarding poor behavior and aggressive behavior which adds to the complexity of the problem. Qualities and traits of children do not lend themselves easily to measurement. Only at remote intervals and by indirect processes can we measure the more important traits and then the methods used are often unstandardized and unreliable.

Many kinds of behavior, now regarded as undesirable, are expressions of normal child activity, necessary for healthy development of the child but conflicting with adult standards of behavior. For example, docility in the teachers' mind is often to be preferred to aggressive behavior, but to the mental hygienist the docile child often presents a problem. Wickman's studies reveal that "Behavior problems are observed by teachers to occur more frequently in boys than in girls. An analysis of behavior in Cleveland revealed the same truth. The children were divided into those exceptionally well-adjusted, serious behavior problems and minor behavior problems. Survey results almost wholly proved that the characteristic of ideal behavior as defined by the teacher, tend almost wholly in the direction of complete submission to authority, order, routine and absence from any social tendencies that run counter to the teachers standards of classroom order. Such ideal conduct is to be found more often in girls than in boys and thus takes on the





distinguishing characteristic of girl behavior which by inference may be particularized as more compliant, more dependent, less active and less aggressive than the usual behavior of boys".<sup>1</sup> Chart V of the same study related to the behavior of children reported by teachers as frequently stealing money, food or articles of clothing indicates that 8.2% in 874 pupils were found guilty.

In a study conducted by the National Research Council, "stealing was considered as a form of aggressive behavior and related to the factors of chronological maturity and mental capacity. The cases used were children examined in the Psychiatric Clinic, St. Louis. A larger proportion of boys and girls were known to steal, and a larger portion known not to steal. Of children known to steal 34% had IQ's below 70, of those who did not steal 47% were below this level and in the group in which stealing was undetermined 58% were below 70. The chronological age of the three groups was about the same, but the mental age of children known to steal was 16 months above that of children who did not steal and 28 months above that of children about whom no stealing was reported. The differences between their chronological ages were not significant, but the differences between their mental ages

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1. E. K. Wickman, op.cit., p. 61.



were significant".<sup>1</sup>

Drs. Hartshorne and May in their Character Education Inquiry, found "the correlations between honesty and intelligence on the whole positive and high. It is estimated by them that if all honesty tests were combined on a large population of children, the correlation with intelligence would probably run as high as .60. As would be expected, the correlation between intelligence and moral knowledge are almost as high as between one intelligence test and another. They are equally as high as between intelligence and school achievement. They run in fact from .50 to about .90. This close relation between intellect and the abilities measured by these tests indicates what a strong part intelligence plays in the development of a child's social concepts and ability to make ethical discriminations.

The social and economic background of the children shows a very significant relationship to honesty and moral knowledge as it does also to intelligence. The social background of the children were measured by the Sim's score card for determining socio-economic levels. One of the items asks for the occupation of the parents of the children. When occupations are scaled according to their social levels by a modification of the Toussy scale, significant differences in honesty were

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1. Child Development Abstracts And Bibliography, Committee on Child Development, National Research Council, Volume 2-No. 1, February, 1928.







detected between children whose parents are engaged in the professional occupations and children whose parents are unskilled laborers. This is taken to indicate that the general and social and economic background of the child is an important factor in his honesty. It is also an important factor in his social attitudes and opinions, and also in his knowledges of right and wrong".<sup>1</sup>

The school has a very important task in the clarification of ideas and in providing for experiences that will lead to the formation of desirable ideas and attitudes. Many subjects claim citizenship education as a primary objective, however, Wrightstone found a "negligible correlation between civic beliefs and emotional stability.....Girls were considered more conservative than boys".<sup>2</sup>

Longstreet measured "change in attitude toward patriotism, the Constitution and War in 250 junior and senior classes in American history. He found a definite change only where the teacher has made a specific effort to produce changed attitudes".<sup>3</sup>

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1. Hugh Hartshorne, Character In Human Relations, Charles Scribner's Sons, New York, 1932. pp. 221-222.

2. J. Wayne Wrightstone, "Civic Beliefs and Correlated Intellectual and Social Factors", School Review, November, 1934.

3. R. J. Longstreet, "An Experiment With The Thurstone Attitude Scales", School Review, March, 1935.



This conclusion tends to support Hartshorne's belief that "children acquire certain attitudes by mere association with persons holding these attitudes".<sup>1</sup> Decatur, as a result of her study concludes that "whatever civic values the schools do offer the pupils are attributed to the teachers rather to the course of study used and secondly that the aims are well set up but the courses do not develop the objectives. Analysis shows we think in ideals, but we teach facts".<sup>2</sup> Jones in his book sets forth the principle that "Every teacher is, and must be responsible for character training. Character is not something apart from life, an abstract quality or group of qualities which can be trained or developed in seclusion and then applied to complex life situations. Indeed, the opposite is true, and hence every activity of the classroom, of school life, or sports and clubs is character developing. To be effective, all such activities must be so organized as to develop desirable traits of character, that is traits that are desirable in the home, in social life and business..... School life is being transformed in many ways so as to provide a better medium for the development of those traits of character that are useful in society and essential to safe

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1. Hugh Hartshorne, op. cit., p. 221.

2. Rena Althea Decatur-Thesis-Civic Values In The Social Studies, 1930.





leadership".<sup>1</sup>

Storm after surveying numerous courses of study published since 1941 indicates that there has been more emphasis on civic competency in recent years. She says, "the school is an embryonic democracy where children find ways of working and playing together, learn to respect the rights of others and take part in experiences which provide opportunities to practice cooperation, perserverance and responsibility".<sup>2</sup> Allport follows this same trend of thought when he offers "the school is preeminently the institution for socializing the individual.....Training to become a citizen is no less imperative than the acquisition of knowledge and vocational habits. Students should be given systematic instruction in the different aspects of social behavior".<sup>3</sup>

Clyde Moore presents the same idea more forcibly by saying "Education must change both individual and society for the better. The school is absolutely vital as a factor in securing for man the good government of himself and the natural and social world about him. It possesses the potential power needed. There is no question as to the infinite possibilities

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1. Arthur Jones, The Education Of Youth For Leadership, McGraw Hill Book Company, 1938, pp. 193-237.

2. Grace E. Storm, "Trends In The Teaching Of Citizenship," Elementary School Journal, February, 1944. pp. 327-336.

3. Floyd H. Allport, Social Psychology, Houghton Mifflin Company, 1924. pp. 391-415.

The first thing I noticed when I stepped out of the car was the cold. It was a sharp contrast to the warm blanket I had been sitting under. I looked up at the sky, which was a pale, overcast grey. The air was thick with a heavy mist, and the ground was slick with rain. I took a deep breath, feeling the moisture on my lips. The city around me was a blur of lights and colors, but I felt like I was in a different world. The buildings were tall and dark, their windows glowing with a warm, yellow light. The streets were wet and reflective, mirroring the lights above. I walked slowly, my feet sinking into the soft mud. The rain was falling again, a steady, rhythmic patter. I closed my eyes for a moment, feeling the raindrops on my face. It was a strange sensation, like a gentle touch. I opened my eyes and looked down at my hands. They were wet, and I could feel the raindrops on my skin. I shook my head, trying to clear the fog. The world was spinning, and I felt like I was losing my balance. I took a step forward, but my foot slipped. I fell, and the ground was so soft that I didn't feel the impact. I lay there for a moment, my head spinning. I tried to get up, but my legs were numb. I was stuck. I looked up at the sky, and the rain was still falling. I felt a sense of peace, a sense of calm. The world was quiet, and I was alone. I closed my eyes and let the rain wash over me. It was a strange feeling, but it was mine.

I was alone in the world, and I felt like I was the only one who mattered. The rain was falling, and the city was silent. I was alone, and I was free. I closed my eyes and let the rain wash over me. It was a strange feeling, but it was mine. I was alone in the world, and I felt like I was the only one who mattered. The rain was falling, and the city was silent. I was alone, and I was free. I closed my eyes and let the rain wash over me. It was a strange feeling, but it was mine.

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of education, but the responsibility for keeping the school ever a dynamic means to worthy social ends is sufficiently great to serve as a perpetual challenge to the most astute students of educational problems".<sup>1</sup>

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1. Clyde B. Moore, Citizenship Through Education, American Book Company, 1929. pp. 164-185.

1. The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the series

$$f(x) = \sum_{n=0}^{\infty} \frac{a_n}{n!} x^n$$



### Chapter III

#### PLAN OF THE STUDY

The writer has attempted an investigation on respect for rights and property by administering a test to two-hundred sixty-eight fifth grade pupils. The initial step in the construction of the test was to give consideration to the social behaviors concerning respect for rights and property that should be meaningful to fifth grade children. Consideration was given to one's own property, that of others in the family and home, the neighborhood, the school and the community.

The items were contributed largely by children in the writer's fifth grade class. Ninety-three situations were considered and limited first by eliminating all deliberate wrong-doing. Of course this spoiled any number of situations, however, many could be re-worked for use. Secondly, situations not having too widespread a meaning were discarded. It appeared that many situations were peculiar to the particular group that contributed them. A third elimination was necessary when it became noticeable that many situations offered only two choices, a right or a wrong.

1900

1900

The following is a list of the names of the persons who have been elected to the office of the Mayor of the City of New York, for the year 1900.

1. John A. Bidsell

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100. John A. Bidsell

Examples of situations thus discarded are:

Cecelia was keeping house for Mrs. Lane. She saw a cooked chicken in the pantry. Every once in awhile she would eat a small piece of chicken until at last she had eaten the greater part of the chicken.

What should Cecelia do? What do you think Cecelia did?

What would you do?

- a. Tell Mrs. Lane
- b. Say nothing
- c. Eat the rest and blame the dog
- d. Say she hadn't seen any chicken

This situation was discarded first, because it involved deliberate wrong-doing, and, secondly on the basis that not many children would encounter such a situation. It is possible also that a situation of this type would be putting ideas into the minds of children.

A second situation eliminated because it was peculiar to a particular area and also because the choice of right answer was too obvious, is the following.

Tommy and his pals were playing at the boatyard. They pulled up the anchor and let the boat drift away.

What should the boys do? What do you think the boys did?

What would you do?

- a. Get help





- b. Go after the boat
- c. Blame somebody else
- d. Run home.

The first test prepared for use consisted of thirty-two descriptions of situations concerned with respect for rights and property. The situation was followed by three questions

- 1. What should the child do?
- 2. What do you think the child did?
- 3. What would you do?

Each question was followed by four multiple choice answers. The same responses were used in different order after each question.

The test was then presented for the consideration of a Graduate Seminar Group in the Boston University School of Education. The question arose as to the advisability of using the three questions. It was agreed that the last question "What would you do?" was irrelevant. It was suggested that the child would have answered the question when he answered, "What do you think the child did?", for he would have been placing himself in the other child's position.

The test was re-written and submitted to the Seminar Group for validation. Each member checked the socially correct response and evaluated the choices offered. The writer then re-checked all items to discard any situations that were



questioned by two or more members of the group. At this time it was decided to have only three responses to select from. Thus, the completed test of twenty items evolved.

The tests were given to two-hundred sixty-eight fifth-grade pupils in the schools of five different cities and towns. A separate page with directions and a chart to be filled out by the teacher accompanied each set of tests. The tests were keyed by number thus the children did not have to sign their names to any paper. It was felt that a truer reaction was therefore obtained.





Directions. Read the story carefully. After you have finished read the question that asks what should the boy or girl do. In the blank at the right of the first question write the letter a, b or c whichever tells best what the boy or girl should do. Then read the second question that asks what you think the boy or girl did. In the blank at the right side of the second question write the letter a, b or c whichever tells best what you think the boy or girl did.

(Socially acceptable responses are indicated by the mark X.)

Here is a sample to work together.

While passing in the hall Harry found a nickel which he thinks was dropped by Mary.

What should Harry do?

- (a) Keep the nickel.
- (b) Give the nickel to Mary.
- (c) Leave the nickel on the floor.

What do you think Harry did?

- (a) Kept the nickel.
- (b) Gave the nickel to Mary.
- (c) Left the nickel on the floor.

The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development. The second part of the report deals with the specific details of the country's development. It is a very detailed and informative study of the country's development.

(2.2)

- 1. The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development.
- 2. The second part of the report deals with the specific details of the country's development. It is a very detailed and informative study of the country's development.
- 3. The third part of the report deals with the specific details of the country's development. It is a very detailed and informative study of the country's development.
- 4. The fourth part of the report deals with the specific details of the country's development. It is a very detailed and informative study of the country's development.
- 5. The fifth part of the report deals with the specific details of the country's development. It is a very detailed and informative study of the country's development.
- 6. The sixth part of the report deals with the specific details of the country's development. It is a very detailed and informative study of the country's development.
- 7. The seventh part of the report deals with the specific details of the country's development. It is a very detailed and informative study of the country's development.
- 8. The eighth part of the report deals with the specific details of the country's development. It is a very detailed and informative study of the country's development.
- 9. The ninth part of the report deals with the specific details of the country's development. It is a very detailed and informative study of the country's development.
- 10. The tenth part of the report deals with the specific details of the country's development. It is a very detailed and informative study of the country's development.

1. John and Joe found a wallet containing \$500.00. The owner's name was in the wallet but the boys were undecided as to what to do with it.

What should the boys do? \_\_\_\_\_

- (a) Keep the money.
- X (b) Return the wallet to the owner.
- (c) Wait until a reward is offered.

What do you think the boys did? \_\_\_\_\_

- (a) Kept the money.
- (b) Returned the wallet to the owner.
- (c) Waited until a reward was offered.

2. Robert borrowed a book from school. His baby sister, Kathleen, marked the book with crayons.

What should Robert do? \_\_\_\_\_

- (a) Try to repair the damage.
- X (b) Tell the teacher.
- (c) Say it was that way when he borrowed it.

What do you think Robert did? \_\_\_\_\_

- (a) Tried to repair the damage.
- (b) Told the teacher.
- (c) Said it was that way when he borrowed it.

... ..

(7)

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3. George and Bill had bought tickets to a football game. Their seats were reserved but when they arrived some other people were sitting in them.

What should the boys do? \_\_\_\_\_

- (a) Sit somewhere else.
- X (b) Call the usher.
- (c) Start a fight.

What do you think the boys did? \_\_\_\_\_

- (a) Sat somewhere else.
- (b) Called the usher.
- (c) Started a fight.

4. Joan was keeping house for Mrs. Symonds and fell asleep on the divan. A piece of gum, which she had been chewing, dropped from her mouth and stuck firmly to the cushion.

What should Joan do? \_\_\_\_\_

- X (a) Tell Mrs. Symonds.
- (b) Turn the cushion over.
- (c) Clean the gum from the cushion.

What do you think Joan did? \_\_\_\_\_

- (a) Told Mrs. Symonds.
- (b) Turned the cushion over.
- (c) Cleaned the gum from the cushion.

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5. Harold had shoveled Mrs. Carr's sidewalk after a heavy snowstorm. When he finished Mrs. Carr paid him \$.50. Harold was very disappointed.

What should Harold do? \_\_\_\_\_

- (a) Say that \$.50 wasn't enough.
- (b) Put the snow back on the sidewalk.
- X (c) Take the money and go home.

What do you think Harold did? \_\_\_\_\_

- (a) Said that \$.50 wasn't enough.
- (b) Put the snow back on the sidewalk.
- (c) Take the money and go home.

6. Charlie went to the store for his mother. The store was crowded and Charlie was in a hurry.

What should Charlie do? \_\_\_\_\_

- X (a) Wait his turn.
- (b) Say that he is next.
- (c) Ask some people if he could get ahead of them.

What do you think Charlie did? \_\_\_\_\_

- (a) Waited his turn.
- (b) Said that he was next.
- (c) Asked some people if he could get ahead of them.

1. The following information is being furnished to you:

2. The information is being furnished to you for your information only.

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7. The gang was playing baseball. It was Arthur's turn at bat and he hit the ball high into center field. Soon the boys realized that the ball had gone through Mrs. Brown's window.

What should the gang do? \_\_\_\_\_

- (a) Let Arthur take the blame.
- X (b) Offer to pay for the damage.
- (c) Run away.

What do you think the gang did? \_\_\_\_\_

- (a) Let Arthur take the blame.
- (b) Offered to pay for the damage.
- (c) Ran away.

8. Sam had lighted a fire which suddenly spread over a large field and almost damaged some nearby homes.

What should Sam do? \_\_\_\_\_

- (a) Run home.
- (b) Try to put it out.
- X (c) Call the fire department.

What do you think Sam did? \_\_\_\_\_

- (a) Ran home.
- (b) Tried to put it out.
- (c) Called the fire department.



1. The first step in the process is to identify the problem.

2. The second step is to analyze the problem and its causes.

3. The third step is to develop a plan of action to solve the problem.

4. The fourth step is to implement the plan.

5. The fifth step is to evaluate the results of the plan.

(a) The first step is to identify the problem.

(b) The second step is to analyze the problem and its causes.

(c) The third step is to develop a plan of action to solve the problem.

6. The sixth step is to monitor the progress of the plan.

(a) The first step is to identify the problem.

(b) The second step is to analyze the problem and its causes.

(c) The third step is to develop a plan of action to solve the problem.

7. The seventh step is to report the results of the plan.

8. The eighth step is to review the process and make improvements.

9. The ninth step is to document the results of the plan.

(a) The first step is to identify the problem.

(b) The second step is to analyze the problem and its causes.

(c) The third step is to develop a plan of action to solve the problem.

10. The tenth step is to evaluate the results of the plan.

(a) The first step is to identify the problem.

(b) The second step is to analyze the problem and its causes.

(c) The third step is to develop a plan of action to solve the problem.

9. Sylvia had loaned the class all of her Christmas ornaments for the school tree. When the children were removing the decorations a careless child knocked the tree over and all of the ornaments were broken.

What should the class do? \_\_\_\_\_

- X (a) Buy new ornaments for Sylvia.
- (b) Each child give Sylvia one of his ornaments.
- (c) Say that they are sorry.

What do you think the class did? \_\_\_\_\_

- (a) Bought new ornaments for Sylvia.
- (b) Each child gave Sylvia one of his ornaments.
- (c) Said that they were sorry.

10. Kenneth had received a knife for his birthday. One day he carved his initials into his desk at school. When he realized what he had done he was ashamed.

What should Kenneth do? \_\_\_\_\_

- (a) Try to fix the desk.
- X (b) Tell the teacher.
- (c) Say that somebody else carved his initials.

What do you think Kenneth did? \_\_\_\_\_

- (a) Tried to fix the desk.
- (b) Told the teacher.
- (c) Said that somebody else carved his initials.

and in the first half of the year 1910.

The following table shows the number of persons who have been employed in the various occupations in the United States during the year 1910.

Number of persons employed in the various occupations in the United States during the year 1910.

Number of persons employed in the various occupations in the United States during the year 1910.

(1) Agriculture, stock raising, and fishing (2)

(3) Manufacturing and construction (4)

(5) Transportation and communication (6)

(7) Commerce and services (8)

(9) Government (10)

(11) Unemployed (12)

(13) Total (14)

The following table shows the number of persons who have been employed in the various occupations in the United States during the year 1910.

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(1) Agriculture, stock raising, and fishing (2)

(3) Manufacturing and construction (4)

(5) Transportation and communication (6)

(7) Commerce and services (8)

(9) Government (10)

(11) Unemployed (12)

(13) Total (14)

11. Mary Jane had gone to the drug store to make a phone call for her mother. The line was busy and when her nickel was returned she found a handful of change.

What should Mary Jane do? \_\_\_\_\_

- (a) Keep the money.
- (b) Leave it there.
- X (c) Take the money to the phone company.

What do you think Mary Jane did? \_\_\_\_\_

- (a) Kept the money.
- (b) Left it there.
- (c) Took the money to the phone company.

12. Donny had received a beautiful sweater for his birthday. His brother, John, liked Donny's sweater and thought he would wear it. Just as he was about to take it from the drawer he began to wonder whether or not he should wear the sweater.

What should John do? \_\_\_\_\_

- (a) Wear the sweater.
- X (b) Leave it alone.
- (c) Ask Donny's permission.

What do you think John did? \_\_\_\_\_

- (a) Wore the sweater.
- (b) Left it alone.
- (c) Asked Donny's permission.

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13. Lucy was talking on the phone and a voice asked her to please get off the phone as it was needed for an emergency.

What should Lucy do? \_\_\_\_\_

- (a) Keep on talking.
- X (b) Hang up.
- (c) Tell the other party to get off the line.

What do you think Lucy did? \_\_\_\_\_

- (a) Kept on talking.
- (b) Hung up.
- (c) Told the other party to get off the line.

14. During a snowball fight Harold's glasses were broken.

What should the gang do? \_\_\_\_\_

- X (a) Chip in and buy Harold new glasses.
- (b) Run away and leave Harold.
- (c) Say they are sorry.

What do you think the gang did? \_\_\_\_\_

- (a) Chipped in and bought Harold new glasses.
- (b) Ran away and left Harold.
- (c) Said that they were sorry.

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15. When Ed and Andy were washing Mr. Ryan's car Ed broke the windshield wiper.

What should Ed do? \_\_\_\_\_

- (a) Wait until Mr. Ryan asks him about it.
- (b) Call a repairman to fix it.
- X (c) Tell Mr. Ryan what happened.

What do you think Ed did? \_\_\_\_\_

- (a) Waited until Mr. Ryan asked him about it.
- (b) Called a repairman to fix it.
- (c) Told Mr. Ryan what happened.

16. Miss Morris, a fifth grade teacher, had borrowed a book from the library. Cynthia wanted to read the book and took it home. The following week the teacher was looking for the book. Cynthia had kept it so long she was ashamed to say that she had the book.

What should Cynthia do? \_\_\_\_\_

- X (a) Tell the teacher.
- (b) Keep the book.
- (c) Return the book to the library.

What do you think Cynthia did? \_\_\_\_\_

- (a) Told the teacher.
- (b) Kept the book.
- (c) Returned the book to the library.

1. The first part of the report is devoted to a general survey of the situation in the country.

2. The second part is devoted to a detailed analysis of the economic situation.

3. The third part is devoted to a detailed analysis of the social situation.

4. The fourth part is devoted to a detailed analysis of the political situation.

5. The fifth part is devoted to a detailed analysis of the cultural situation.

6. The sixth part is devoted to a detailed analysis of the international situation.

7. The seventh part is devoted to a detailed analysis of the future prospects of the country.

8. The eighth part is devoted to a detailed analysis of the role of the state in the economy.

9. The ninth part is devoted to a detailed analysis of the role of the state in the social sphere.

10. The tenth part is devoted to a detailed analysis of the role of the state in the cultural sphere.

11. The eleventh part is devoted to a detailed analysis of the role of the state in the international sphere.

12. The twelfth part is devoted to a detailed analysis of the role of the state in the future development of the country.

13. The thirteenth part is devoted to a detailed analysis of the role of the state in the future development of the country.

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20. The twentieth part is devoted to a detailed analysis of the role of the state in the future development of the country.

21. The twenty-first part is devoted to a detailed analysis of the role of the state in the future development of the country.

17. When the boys at a summer camp were building a tennis court Stan broke one of the shovels.

What should Stan do? \_\_\_\_\_

- (a) Hide the shovel.
- X (b) Ask the gang to chip in and buy a new shovel.
- (c) Say it was broken before.

What do you think Stan did? \_\_\_\_\_

- (a) Hid the shovel.
- (b) Asked the gang to chip in and buy a new shovel.
- (c) Said it was broken before.

18. Larry had borrowed a map from the teacher to do some extra work. When he was using the map he tore it accidentally.

What should Larry do? \_\_\_\_\_

- (a) Buy a new map.
- X (b) Mend the map with scotch tape.
- (c) Say he didn't tear the map.

What do you think Larry did? \_\_\_\_\_

- (a) Bought a new map.
- (b) Mended the map with scotch tape.
- (c) Said he didn't tear the map.



1. The first part of the document is a list of names.

2. The second part of the document is a list of names.

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19. The nineteenth part of the document is a list of names.

20. The twentieth part of the document is a list of names.

19. When Nancy got on a crowded bus she noticed that a boy was using two seats, one for himself and one for his bundles.

What should Nancy do? \_\_\_\_\_

- (a) Remain standing.
- X (b) Ask the boy to move the bundles.
- (c) Move the bundles and sit down.

What do you think Nancy did? \_\_\_\_\_

- (a) Remained standing
- (b) Asked the boy to move the bundles.
- (c) Moved the bundles and sat down.

20. Joe had a paint cloth in his desk. Each day when he returned after the second period he found the paint cloth had been used by a boy in the other class.

What should Joe do? \_\_\_\_\_

- (a) Hide the paint cloth.
- X (b) Speak to the boy.
- (c) Allow the boy to use it.

What do you think Joe did? \_\_\_\_\_

- (a) Hid the paint cloth.
- (b) Spoke to the boy.
- (c) Allowed the boy to use it.

1. The first part of the report is a general introduction.

2. The second part is a detailed description of the methods used in the study.

3. The third part is a discussion of the results of the study.

4. The fourth part is a conclusion.

5. The fifth part is a list of references.

6. The sixth part is an appendix.

7. The seventh part is a summary.

8. The eighth part is a list of figures.

9. The ninth part is a list of tables.

10. The tenth part is a list of abbreviations.

11. The eleventh part is a list of symbols.

12. The twelfth part is a list of units.

13. The thirteenth part is a list of definitions.

14. The fourteenth part is a list of footnotes.

15. The fifteenth part is a list of appendices.

16. The sixteenth part is a list of references.

17. The seventeenth part is a list of figures.

18. The eighteenth part is a list of tables.

19. The nineteenth part is a list of abbreviations.

20. The twentieth part is a list of symbols.

21. The twenty-first part is a list of units.

### Directions for the Teacher

Read the directions on the test to the children as they read them silently. Have the children write their answers to the sample questions.

It is hoped that the child will give a truer reaction to the questions by not having to sign his name on the paper. Each test is numbered. While the children are at work get the number of each paper and fill in the information about the child taking the test on the blank supplied for this purpose.

1. Write the number of the test.
2. Write the word "boy" or "girl" in the second column.
3. Give the chronological age in years and months as of the day the child takes the test.
4. Fill in the column "Remarks" i.e., honest, stubborn, etc.
5. Check each paper to be sure child filled in the blank, "Write your father's occupation."

It is important to the findings of this study to have all the above information. Your cooperation is greatly appreciated.

### Directions for the Teacher

Read the directions on the test to the children as they read them silently. Have the children write their answers to the sample questions.

It is hoped that the child will give a proper reaction to the questions by not giving to him his name on the paper. That case is unusual. While the children are at work get the number of each paper and fill in the information about the child taking the test on the blank supplied for this purpose.

1. Write the number of the test.
2. Write the word "boy" or "girl" in the second column.
3. Give the chronological age in years and months as of the day the child takes the test.
4. Fill in the column "Remarks" i.e., nervous, stubborn, etc.
5. Check each paper to be sure child filled in the blank.

"Write your father's occupation."

It is important to the findings of this study to have all the above information. Your cooperation is greatly appreciated.



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## Chapter IV

### ANALYSIS OF THE DATA

The purpose of this study was to determine the attitudes of fifth grade children regarding respect for rights and property. The studies which have been made from the tests administered to two-hundred sixty-eight pupils are:

1. A comparison of the total score responses to the question:

What should the child do? and What do you think the child did?

2. A comparison of the responses as given by boys and girls.
3. A comparison of responses according to intelligence levels.
4. A comparison of responses according to occupational status of the parent.

Tables summarizing the results are found in this chapter.

The purpose of the analysis was to determine whether or not fifth grade children know the correct response to situations regarding respect for rights and property and secondly, whether or not they act according to their knowledge of what is correct.



Table I

Comparison of the Choice of the Socially Acceptable Responses as to What the Child Should Do and What the Child Did.

Item	Number	Mean	S.D.	S.E.M.	Difference	S.E.D.	C.R.
Should	268	14.15	2.80	.17			
					4.70	.32	14.68
Did	268	9.45	4.66	.28			

The mean of the two-hundred sixty-eight pupils on the twenty situations as to what they think the child should do is 14.15 compared with 9.45 as to what they think the child did. The Critical Ratio being 14.68 shows this difference statistically significant.

The low mean on the should situations reveals that in many cases the majority of the pupils did not know the correct response.



Table I

Comparison of the results of the two methods of analysis of the data obtained from the two groups of subjects.

Group	Mean	Standard Deviation	Significance
Group I	14.13	2.45	0.01
Group II	14.13	2.45	0.01

The mean of the two methods of analysis of the data obtained from the two groups of subjects is 14.13. The standard deviation of the data obtained from the two groups of subjects is 2.45. The significance of the difference between the two groups of subjects is 0.01.

The results of the two methods of analysis of the data obtained from the two groups of subjects are compared in Table I. The results of the two methods of analysis of the data obtained from the two groups of subjects are compared in Table I.

Continued.

The data were analyzed to provide a comparison of the responses of boys and girls.

Table II

Comparison of the Sex Differences in the Choice of the Socially Acceptable Responses Relative to What the Child Did.

Sex	Number	Mean	S.D.	S.E.M.	Difference	S.E.D.	C.R.
Boys	156	9.62	4.90	.39			
					.48	.58	.82
Girls	112	9.14	4.57	.43			

The Mean of the boys on the twenty situations as to what they think the child did is 9.62 as compared with 9.14 for the girls. The Critical Ratio being .82 shows this difference not statistically significant. The chances are 32 in 100 that this represents a true difference in favor of the boys.

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The mean of the log of the twenty differences is 20.71 and the standard deviation is 0.33. The difference between the mean of the log of the twenty differences and the mean of the log of the twenty differences is 0.33. The difference between the mean of the log of the twenty differences and the mean of the log of the twenty differences is 0.33. The difference between the mean of the log of the twenty differences and the mean of the log of the twenty differences is 0.33.

The data were analyzed to determine whether or not boys act according to their knowledge of what is correct.

Table III

Comparison of the Choice of Socially Acceptable Responses by Boys as to What the Child Should Do and What the Child Did.

Item	Number	Mean	S.D.	S.E.M.	Difference	S.E.D.	C.R.
Should	156	13.73	2.87	.22			
					4.11	.45	9.13
Did	156	9.62	4.90	.39			

The Mean of the boys on the twenty situations as to what they think the child should do is 13.73 compared with 9.62 as to what the child did in each situation. The Critical Ratio being 9.13 shows this difference statistically significant.

The data were analyzed to determine whether or not there

was a significant difference in the number of

### Table III

Comparison of the results of the two methods of analysis for the  
data in Table I and Table II.

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in Table III. The results of the two methods are compared

in Table III. The results of the two methods are compared



The data were analyzed to determine whether or not girls act according to their knowledge of what is correct.

Table IV

Comparison of the Choice of Socially Acceptable Responses, as to What the Child Should Do and What the Child Did. <sup>by Girls</sup>

Item	Number	Mean	S.D.	S.E.M.	Difference	S.E.D.	C.R.
Should	112	14.14	2.23	.22	5.00	.48	14.10
Did	112	9.14	4.57	.43			

The Mean of the 112 girls on the twenty situations as to what they think the child should do is 14.14 as compared with 9.14 as to what they think the child did in each situation. The Critical Ratio being 14.10 shows this difference statistically significant.

The first part of the report is devoted to a description of the

method used in the investigation of the problem.

#### VI. CONCLUSIONS

4.3.1

The results of the investigation show that the method used is

very accurate and reliable.

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0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5

The results of the investigation show that the method used is

very accurate and reliable.

The results of the investigation show that the method used is

very accurate and reliable.

Intelligence Quotients were provided by teachers. The IQ's were divided into three groups: 110 and above being the better than average ability group; 90-110 referred to as the average group; below 90 considered to be the low-ability group.

The data were analyzed to determine whether or not responses of children vary with intelligence. The table below compares the better than average and the low ability groups.

Table V

Comparison of the Socially Acceptable Responses with the Responses of a Low Ability Group and an Above Average Ability Group in Grade V.

IQ Groups	Number	Mean	S.D.	S.E.M.	Difference	S.E.D.	C.R.
Low Ability	28	7.43	4.89	.94			
Above Average	78	9.36	4.51	.51	1.93	1.07	1.80

The Mean of the pupils of low ability on the twenty situations as to what they think the child did is 7.45 compared with 9.36 for the pupils with better than average ability. The Critical Ratio being 1.80 shows this difference not statistically significant. The chances are 93 in 100 that this represents a true difference in favor of the pupils with better than average ability.

V. 610.17

1. What is the purpose of the study?  
 2. What are the research objectives?  
 3. What is the scope of the study?  
 4. What are the limitations of the study?  
 5. What are the key findings?  
 6. What are the conclusions?  
 7. What are the recommendations?  
 8. What are the future research directions?  
 9. What are the acknowledgments?  
 10. What are the references?

[illegible]

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The data were analyzed to determine whether or not responses of children vary with intelligence. The table below compares the average-ability and the low-ability groups.

Table VI

Comparison of the Socially Acceptable Responses with the Responses of a Low Ability Group and an Average Ability Group in Grade V.

IQ Groups	Number	Mean	S.D.	S.E.M.	Diff.	S.E.D.	C.R.
Low Ability	28	7.43	4.89	.94			
					2.64	1.13	2.33
Average Ability	66	10.07	5.08	.62			

The Mean of the pupils of low ability on the twenty situations as to what they think the child did in each situation is 7.43 compared with 10.07 for the pupils of average ability. The Critical Ratio being 2.33 shows this difference not statistically significant. The chances are 98 in 100 that this is a true difference in favor of the average ability group.





The data were analyzed to determine whether or not responses of children vary with intelligence. The table below compares the average-ability and the above-average ability groups.

Table VII

Comparison of the Socially Acceptable Responses with the Responses of an Average Ability Group and an Above Average Ability Group in Grade V.

IQ Groups	Number	Mean	S.D.	S.E.M.	Diff.	S.E.D.	C.R.
Average Ability	66	10.07	5.08	.62			
Above Average Ability	78	9.36	4.51	.51	.71	.81	.87

The Mean of the pupils of average ability on the twenty situations as to what they think the pupils did in each situation is 10.07 compared with 9.36 for the pupils with better than average ability. The Critical Ratio being .87 shows this difference not statistically significant. The chances are 61 in 100 that this is a true difference in favor of the average ability group.

The data were analyzed to determine whether or not  
 responses of children vary with intelligence. The results  
 showed no significant difference and the above-mentioned results.

### Table VII

Comparison of the results of the two groups of children  
 on the basis of intelligence. The results are shown in  
 Table VII.

Groups	Mean	Standard Deviation	Significance
High	1.00	0.00	0.00
Low	0.80	0.40	0.00
High	0.80	0.40	0.00
Low	0.80	0.40	0.00

The mean of the pupils of average ability on the typical  
 situations as to what they did in the pupils did to each situation  
 is 1.00 and with 0.00 for the pupils with better than  
 average ability. The results show that the pupils with  
 high ability did not statistically significantly better than the  
 pupils with low ability. This is a true difference in favor of the average  
 ability group.

The Occupational Group Status was determined by dividing the entire group into three smaller groups according to the occupation of the parent. The groups were

I. Professional and Semi-professional

II. Proprietors and Sales Clerks

III. Domestic and Service.

The data were analyzed to determine whether or not responses vary with the occupation of the parent. The table below compares Professional and Semi-Professional Workers with Proprietors and Sales Clerks.

Table VIII

Comparison of the Socially Acceptable Responses with the Responses of Children whose Parents are in Occupational Groups I and II.

Occupational Group	Number	Mean	S.D.	S.E.D.	Diff.	S.E.D.	C.R.
I	32	10.90	3.78	.66	1.54	.86	1.79
II	103	9.36	4.74	.46			

The Mean of the pupils in Occupational Group I on the twenty situations as to what they think the child did in each situation is 10.90 compared with 9.36 for the pupils in Occupational Group II. The Critical Ratio being 1.79 shows this difference not statistically significant. The chances are 93 in 100 that this is a true difference in favor of Occupational Group I.



The experimental group was divided into three

and each group had three subjects according to the

composition of the parents. The groups were

I. Experimental and Control

II. Experimental and Control

III. Experimental and Control

The data were analyzed by using the method of

analysis of variance with the composition of the parents. The results

showed that the experimental group was significantly different from the

control group in all cases.

Table III

Analysis of variance of the results of the experimental and control groups  
for the composition of the parents

Experimental group		Control group		Total	
I	32	10.00	0.75	33	1.04
II	103	3.33	4.74	104	4.4
					5.4

The results of the analysis of variance for the composition of the

parents showed that the experimental group was significantly different from the

control group in all cases. The results are shown in Table III.

The results of the analysis of variance for the composition of the

parents showed that the experimental group was significantly different from the

control group in all cases. The results are shown in Table III.

Table I



The data were analyzed to determine whether or not responses vary with the occupation of the parent. The table below compares Proprietors and Clerical Workers with Domestic Service.

Table IX

Comparison of the Socially Acceptable Responses with the Responses of Children whose Parents are in Occupational Groups II and III.

Occupational Group	Number	Mean	S.D.	S.E.M.	Diff.	S.E.D.	C.R.
II	103	9.36	4.74	.46			
III	99	9.72	5.05	.50	.36	.68	.52

The Mean of the pupils in Occupational Group II on the twenty situations as to what they think the child in each situation did is 9.36 compared with 9.72 for the pupils in Occupational Group III. The Critical Ratio being .52 shows this difference not statistically significant. The chances are 40 in 100 that this is a true difference in favor of Occupational Group III.

for the purpose of determining the value of the property.

T. [d.]

and it seems as if I have been making  
improvements in my character and abilities.  
I am now a man.

1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100
1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100

[illegible]

The data were analyzed to determine whether or not responses vary with the occupation of the parent. The table below compares Professional and Semi-Professional Status with Domestic Service.

Table X

Comparison of the Socially Acceptable Responses with the Responses of Children whose Parents are in Occupational Status Groups I and III.

Occupational Group	Number	Mean	S.D.	S.E.M.	Diff.	S.E.D.	C.R.
I	32	10.90	3.78	.66	1.18	.82	1.43
III	99	9.72	5.05	.50			

The Mean of the pupils in Occupational Group I on the twenty situations as to what they think the child did is 10.90 compared with 9.72 for the pupils in Economic Group III. The Critical Ratio being 1.43 shows this difference not statistically significant. The chances are 85 in 100 that this is a true difference in favor of the pupils in Occupational Group I.

The data were analyzed by the method of analysis of variance. The results of the analysis of variance are presented in Table I. The results of the analysis of variance are presented in Table I. The results of the analysis of variance are presented in Table I.

Table I

Analysis of the results of the analysis of variance with the results of the analysis of variance are presented in Table I. The results of the analysis of variance are presented in Table I. The results of the analysis of variance are presented in Table I.

Occupational Group				
I	II	III	IV	V
10.20	9.75	9.75	9.75	9.75
1.43	1.43	1.43	1.43	1.43

The mean of the results of the analysis of variance are presented in Table I. The results of the analysis of variance are presented in Table I. The results of the analysis of variance are presented in Table I. The results of the analysis of variance are presented in Table I. The results of the analysis of variance are presented in Table I.



## Chapter V

### SUMMARY AND CONCLUSIONS

#### Purpose of the Study

The purpose of this study was to analyze on a fifth grade level how successfully children distinguish between right and wrong regarding the rights and property of others.

#### Aims of the test

The aims of the test were:

1. To determine whether or not fifth grade children know how to distinguish between right and wrong.
2. To determine how nearly fifth grade children practice what they know to be correct.
3. To determine whether or not there is a difference in the responses of boys and girls.
4. To determine whether or not there is a difference in responses of children according to intelligence.
5. To determine whether or not there is a difference in the responses of children according to the occupational status of the father.

#### Procedure

An experimental study on respect for rights and property



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was conducted by administering a test to two-hundred sixty-eight fifth-grade pupils. The test contained items of correct social reactions and also personal reactions to the same situations. The tests were tabulated and the results checked. Tables were established.

#### Summary of findings

The following conclusions were obtained from the analysis of the study:

1. Fifth grade children do not have an adequate knowledge of the socially correct thing to do regarding the rights and property of themselves and others.
2. Fifth grade children do not react consistently with their knowledge of the socially correct thing to do regarding the rights and property of themselves and others.
3. There was no significant difference between the reactions of boys and the reactions of girls in answer to what the child should do and what the child did regarding the rights and property of themselves and others.
4. Intelligence of fifth grade children did not seem to be an important factor in the choice of responses regarding the rights and property of themselves and others.

the Commission of the European Communities (CEC) and the  
European Court of Justice (ECJ). The CEC is the executive  
body of the Community, responsible for implementing the  
Community's policies. The ECJ is the judicial body, responsible  
for interpreting the law of the Community and ensuring its  
uniform application.

The Commission is composed of a President and five  
Members, who are appointed by the Council of Ministers.  
The President is elected by the Council for a five-year  
term.

The Commission's main tasks are to propose and  
implement the Community's policies. It also has the  
power to bring actions before the ECJ to ensure that  
the law is correctly applied. The Commission is also  
responsible for managing the Community's budget and  
for ensuring that the Community's financial interests  
are protected.

The Commission is also responsible for ensuring that  
the Community's policies are implemented in a  
coordinated and consistent manner. It also has the  
power to bring actions before the ECJ to ensure that  
the law is correctly applied. The Commission is also  
responsible for managing the Community's budget and  
for ensuring that the Community's financial interests  
are protected.

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the Community's policies are implemented in a  
coordinated and consistent manner. It also has the  
power to bring actions before the ECJ to ensure that  
the law is correctly applied. The Commission is also  
responsible for managing the Community's budget and  
for ensuring that the Community's financial interests  
are protected.

5. Economic status of fifth grade children did not seem an important factor in the choice of responses regarding the rights and property of themselves and others.

#### Implications for teaching

The summary of findings indicates the following implications for teaching:

1. The training of all groups has been approximately the same regardless of sex, intelligence or occupational status of the parent.
2. There is a need for further training to bring children's actual behavior nearer to accepted social behavior.

#### Suggestions for further study

1. A study of other civic attitudes on the same grade level.
2. Administering the same test on lower and higher grade levels.
3. Administering the test to the same group after time has elapsed to see if there has been growth in civic attitudes.
4. Administering the test to another group and comparing the results.
5. A study to determine procedures that the school can

1. The first part of the report deals with the general situation of the country and the position of the various groups of the population.

2. The second part of the report deals with the economic situation of the country and the position of the various groups of the population.

3. The third part of the report deals with the social situation of the country and the position of the various groups of the population.

4. The fourth part of the report deals with the cultural situation of the country and the position of the various groups of the population.

5. The fifth part of the report deals with the political situation of the country and the position of the various groups of the population.

6. The sixth part of the report deals with the international situation of the country and the position of the various groups of the population.

7. The seventh part of the report deals with the future of the country and the position of the various groups of the population.

8. The eighth part of the report deals with the conclusion of the report and the position of the various groups of the population.



follow in the building of correct civic attitudes.

6. New or reorganized means and methods for advancement of civic education.



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MEMORANDUM

TO :

FROM : Mr. [Name] and Mr. [Name], [Department]  
SUBJECT: [Topic]

1. [Text]

2. [Text]

3. [Text]

4. [Text]

5. [Text]

6. [Text]

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REPORT ON THE PROGRESS OF THE WORK

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3. The third part of the work was done in the month of March.

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17. The seventeenth part of the work was done in the month of May.

18. The eighteenth part of the work was done in the month of June.

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Thesis - Decatur, Rena Althea, - Civic Values In The  
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Thesis  
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1947

Claffey, Rose

A study in the attitudes of 5th  
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